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ABSTRACT

This self-assessment instrument is intended to accompany the National Council for the Social Studies guidelines for new directions in social studies. It is a comprehensive instrument which will help teachers, supervisors, and administrators determine their readiness to embark upon or review their status relative to the new social studies curriculum. The instrument consists of nine guidelines. A brief explanation of each guideline, comments, and a checklist of questions to which educators can respond when assessing their program are provided for each guideline. The nine guidelines are: (1) The social studies program should be directly related to the concerns of students. (2) The program should deal with the real social world. (3) The program should draw from currently valid knowledge that is representative of man's experience, culture, and beliefs. (4) Objectives should be thoughtfully selected and clearly stated in such forms as to furnish direction to the program. (5) Learning activities should engage the student directly and actively in the learning process. (6) Strategies of instruction and learning activities should rely on a broad range of learning resources. (7) The social studies program must help the student organize the totality of his experience into some meaningful whole. (8) Evaluation should be useful, systematic, comprehensive, and valid for the objectives of the program. And (9) Social studies education should receive vigorous support as a vital and responsible part of the school program. (Author/RM)

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A SELF-ASSESSMENT INVENTORY FOR SOCIAL STUDIES

TO ACCOMPANY

THE NATIONAL COUNCIL FOR SOCIAL STUDIES CURRICULUM GUIDELINES

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1971

Originally Developed For
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National Council for the Social Studies

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SP 010 082

FOREWORD

This self-assessment instrument is intended to accompany the National Social Studies guidelines for new directions in social studies. We recognize that it is a comprehensive instrument; it is intended to be just that. We envision that a committee of teachers, supervisors, and administrators would use this as a tool to help determine their readiness to embark upon or review their status relative to the new social studies curriculum.

The usefulness of this instrument depends upon the thoroughness by which it is answered. Thus, we suggest that responses to it be made at a time when a curriculum revision committee is assembled and can devote its full time and attention to this work. It is also important to suggest that each individual on the committee respond rather than attempt to present any "group solution" to the questions posed. A more accurate description of the conditions of social studies in your school or district can probably be best determined by the diversity of responses presented.

The Minnesota State Board of Education adopted on April 16, 1973:

Edu 291(d) Social Studies in secondary schools which describes:

"The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences."

The regulations describing social studies are outlined in a memorandum from Dr. E. Raymond Peterson, Assistant Commissioner of Instruction, amending chapter III of the Administrative Manual.

Edu 40 Program of Studies

(a) Curriculum, general requirements

(1) Subject fields. The subject fields in any classified secondary school shall always include as a minimum: communication skills, the social studies, science, mathematics, and physical and health education.

(2) Curricular plan. The curriculum shall be one of constants (or core content) with electives and shall be subject to the approval of the commissioner of education.

(3) Constants. The specific program of constants to be maintained for all pupils in any type of secondary school shall be as follows:

(aa) Junior secondary period. The minimum total pupil load for the three-year period of grades seven, eight, and nine shall be 3,150 hours consisting of required and elective subjects. Of this minimum total, there shall be 1,950 required (constant) clock hours and 1,200 elective clock hours. Elective clock hours shall be utilized to provide additional time for required and/or elective subjects.

Subject Area	Minimum Clock Hours	Elective Clock Hours
Art	90	
Communication Skills	360	
Health	60	
Home Economics or Industrial arts	150	plus 1,200 additional
Mathematics	360	or elective clock hours
Music	90	
Physical Education	240	
Science	240	
Social Studies	360	
Required (constant) clock hours	1,950	
Elective clock hours	1,200	
Total clock hours	3,150	

Period length and grade placement of the above required (constant) and elective clock hours shall be left to the discretion of the local school board.

NOTES:

(1) Computation of clock hours: 175 days of school, times a six-hour school day, gives 1,050 hours for one year, or 3,150 hours for three years.

(2) Passing time may be incorporated in the overall framework of 3,150 hours. However, the minimum instructional time for each of the areas should be net, exclusive of passing time.

(3) The minimum times expressed above are just that. Attempts should be made to individualize and personalize student programs.

(bb) Senior High School (Grades 10, 11, 12)

Subject Area	Minimum Required Clock Hours	Credit Equivalency	Elective Clock Hours
Communication Skills	360	3	
Health	60	1/2	plus 2,430 additional hours to be utilized for elective subjects, supervised study, independent study, and other approved school programs.
Physical Education (grade 10)	60	1/2	
Social Studies Field:			
Studies of America, which will include American History	120	1	
Social Studies, which will include Social Problems	120	1	
	720	6	9 or more credits

NOTES:

(1) Additional required instruction. This includes:

(a) Instruction in morals, in physiology and hygiene, and the effects of narcotics and stimulants. (M.S. 126.03)

(b) Instruction relating to the effects of alcohol upon the human system, upon character, and upon society. (M.S. 126.04)

(c) Courses of instruction in the Declaration of Independence and the Constitution of the United States. (M.S. 126.06)

(4) Electives and experimental programs

(aa) Electives shall be offered in both academic and special fields to meet individual needs of pupils.

(bb) A school shall organize and submit to the commissioner of education for approval detailed outlines of: (1) proposed elective courses for which state curriculum guides are not available, and (2) all proposed experimental programs.

Edu 42 Basis for Secondary School Credit

(a) Basic Requirement

(1) The basis for a credit course in grades 10, 11, and 12 in all types of secondary schools shall be the satisfacotry completion of a course, covering a minimum of 120 clock hours. Length of periods and frequency of meeting will be determined by the local district. Credit units may be divided into semester, trimester, or quarter units by offering courses covering 60, 40, or 30 clock hours respectively.

(2) Credit may be given on a performance basis to any student for any elective course upon successful completion of approved examinations covering the content ordinarily included in the subject.

(b) Summer school. Credit to be allowed toward graduation by secondary schools for courses taken in summer school shall be based on the following requirements:

(1) Summer school courses shall be taken in an approved secondary school offering such work as a part of the regular school program.

(2) For summer school course carrying one unit of credit a minimum of 120 hours of classwork shall be required, and for each course carrying one-half unit of credit a minimum of 60 hours of classwork.

(c) Private tutoring. Credit toward graduation for work to be completed through any form of private tutoring by a certificated teacher may be granted by a secondary school.

(d) Correspondence courses.

The Social Studies Unit, Minnesota Department of Education, has the following items for further assistance for analyzing and revising your social studies program:

1. Social Studies Curriculum Guidelines (an 18 page document with current regulations and a brief checklist, basic rationale for Social Studies, four components to a K-12 program and nine guidelines for a quality program).

2. Social Studies: What's Your Assessment? (A 39 page document for individual teacher self-appraisal based on the nine guidelines in the above document. This document, if used by a number of teachers in the district can function as a needs assessment for the Social Studies department.)

3. The Major Disciplines (A 48 page document that briefly describes the seven social sciences and outlines the important concepts and generalizations of each social science and at which grade levels the concepts can be introduced.)

4. Minnesota Social Studies Assessment Objectives (Mimeographed 26 pages listing student outcomes for 9, 13, and 17 year olds - over 100 objectives for each age group - may function as a foundation on which to build K-12 social studies programs.)

5. Social Studies for 1980: Where to Begin? (Mimeographed 36 pages of helpful activities frequently used by consultants in a beginning revision session - includes a 27 item teacher behavior checklist and brief summaries of research related to the items.)

1.0 The Social Studies Program Should Be Directly Related to the Concerns of the Students.

Guideline #1 addresses itself to a basic issue, the role of the student in the process of education. Today's student must face a wide range of social issues which demand his consideration and for which his education must prepare him. His basic desire to know and to derive meaning from the world he lives in must be satisfied. The very essence of the open, democratic society requires knowledgeable participation on the part of its adherents.

1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.

a. Does your program provide for input from students during the period when curriculum objectives are being formulated? Are there student members of the committee determining social studies curriculum?

b. Realizing the frustration level may be quite high in any program that takes seriously its commitment to social issues and action, what provisions are there within your teaching strategies to handle student anxieties?

c. Is there a commitment on the part of your school, its faculty and administration, and the community-at-large to the idea of student involvement, realizing that such involvement may challenge the views of some sectors of the school and community? What is the evidence of this commitment?

d. Are students introduced to a variety of teaching strategies and then involved in the selection of the most appropriate strategies for the particular subject under consideration? Do students, for instance, suggest visiting speakers, identify research projects, propose simulation alternatives?

e. In moving through a uniform course of instruction, how do you differentiate between slow and fast learners?

f. Is there provision for both short-term and long-range assessment of the curriculum on the part of students? How often are such assessments made? Are the evaluative instruments of your program designed in such a way that they measure how well the initial goals have been achieved?

Comments:

1.2 The school and its teachers should make steady effort, through regularized channels and practices, to identify areas of concern to students.

a. What means to identify student concerns are used by your school? By you? How often are these means used?

b. Once these concerns are identified is there a way provided for these concerns to become a part of the curriculum? Is your curriculum flexible enough to assimilate new input derived from an assessment of student needs?

Comments:

1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.

a. Can students meet the overall objectives of your social studies program by selecting from among a wide variety of activities that provide for a broad range of student backgrounds, interests and abilities?

b. How do you define "relevant" and how do you determine what information fits your definition?

c. Does your curriculum extract from current social problems the basic issues of the problem? Are these problems, and resulting issues, seen as isolated segments or as reoccurring phenomena illustrative of the human experience?

d. If "relevant" is interpreted to mean "contemporary" what provision is made that the issue under consideration does not became repetitive both horizontally (through the various grade levels) and vertically (across the subject areas)?

Comments:

1.4 All students should have ample opportunity for social science education at all grade levels, K-12.

a. Is there a social studies program in every grade in your school system?

Comments:

Evaluation Schedule for Guideline #1

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. In my classroom/school/district, students are involved in the formulation of goals and in the selection of activities and instructional strategies.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

2. I can provide evidence that students in my classroom/school/district are involved in the assessment of curriculum outcomes.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

3. I can provide evidence in my classroon/school/district that the faculty, administration, and community-at-large are committed to student involvement.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

Additional Comments:

2.0 The Social Studies Program Should Deal With the Real Social World.

Guideline #2 recognizes that the social world is neither all good, nor all bad. It recognizes that the student should familiarize himself with not only the past but the present. It also recognizes the value of introducing students at an early age to social interaction in which values, social issues, and conflicts are examined, where alternatives are considered, and, where possible, issues are resolved.

2.1 The program should focus on the social world as it is, its flaws, its ideals, its strengths, its dangers, and its promises.

a. Are a variety of materials utilized to allow all sides of an issue to be examined?

b. Are a wide variety of materials prepared at a multiplicity of reading and interest levels in an effort to expose every child to all sides of the issues, to insure the student that he will be able to generalize and formulate tentative conclusions based on his exposure to many points of view?

c. Does the program include study of those events and policies that may be construed as contrary to or varying from present national goals? Are materials for such a study made available?

d. Are resources drawn from a variety of social sciences such as history, economics, geography, etc?

Comments:

2.2 The program should emphasize prevasive and enduring social issues.

a. Are the social issues enduring? Do they tend to recur throughout human experience? If so, are your curriculum examples in a single grade or unit drawn from a series of similar events over time?

b. If the same social issue is treated sequentially throughout a series of grade levels or units of work, how is continuity or the "enduring" aspect of this issue assured between grade levels?

c. If an "enduring social issue" is treated over a series of grade levels, how is increasing complexity and sophistication (rather than mere repetition of the same material) assured?

d. Is the social issue selected seen as "pervasive," i.e., are curriculum examples drawn from a variety of cultural settings? (Or is only a single example studied so that students will be likely to perceive the problems as unique or isolated phenomena?)

e. Do social studies teachers at all levels stress problem solving and decision making in problematic situations?

f. Is the following approach recognized and utilized in the classroom setting as one way of attacking the pervasive social issues: formulate hypotheses; gather pertinent information; analyze the data; formulate tentative conclusions; reassess original hypotheses?

g. Does the program provide extensive opportunities for students to state and support their views?

Comments:

2.3 The program should include the analysis and attempts to formulate potential resolutions of present and controversial problems such as racism, poverty, war, and pollution.

a. Are up-to-date materials relative to the kinds of controversial issues mentioned above available for student use?

b. Is each social science recognized in an attempt to clarify the basic issues that afflict society?

c. Does the social studies program provide opportunities for students (through the use of materials from the social science disciplines) to analyze component parts of the issue, to suggest alternatives, to predict some of the consequences associated with each issue, and to formulate decisions that attempt to resolve the issue?

Comments:

2.4 The program should provide intensive and recurrent study of cultural, racial, religious, and ethnic groups, those to which students themselves belong and those to which they do not.

a. Are cultural groups selected for study examined at various grade levels and in increasing complexity throughout the social studies program?

b. Are community members that are affiliated with specific cultural, racial, religious, and ethnic groups to be studied in the classroom an integral part of the planning for the social studies program?

Comments:

2.5 The program should offer opportunities for students to meet, discuss, and work with ethnic groups other than their own.

a. Are the necessary arrangements made for field trips and guest lectures?

b. Is the social studies program field based? Does your social studies program provide students an opportunity to interact with members of the community in an attempt to examine all points of view inherent in a specific issue and attempt to look at the alternatives for resolution?

c. Is the social studies program flexible in the sense that if an issue of the community results in widespread concern, it can be dealt with simultaneously at school?

d. Are community leaders informed and aware of developments in your social studies program?

e. Does the school have an active list of participants from within the community setting who will serve as resource personnel for the social studies program?

f. Does your social studies program include strategies and material for the study of the local community--its historical, geographical phenomena, sociological, economic, anthropological, and political factors? Are they aware of basic issues that have affected the community in the past or are affecting it at present; e.g., a history of labor-management difficulties, a wide gulf between social-economic classes, etc.

Comments:

2.6 Participation in the real social world, both in school and out, should be considered a part of the social studies program. Are opportunities provided for students to become socially active in the problems of their community? Such activities might include serving as part-time interns in various branches of city government, writing letters to the local newspaper, attending public hearings of the city council, tutoring, etc.

Comments:

Evaluation Schedule for Guideline #2

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. The central focus of the curriculum of my classroom/school/district revolves principally around enduring social issues.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

2. In my classroom/school/district a wide variety of materials are prepared at a multiplicity of reading and interest levels in an effort to expose every child to all sides of an issue.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

3. In my classroom/school/district the curriculum being studied focuses upon problem solving and the decision making process related to social issues.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

4. Controversial issues such as racism, poverty, war, and pollution are dealt with in increasing complexity throughout the grades in my classroom/school/district.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

5. In my classroom/school/district opportunities are provided for students to meet, discuss, and work with ethnic groups other than their own.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

6. I can provide evidence that students in my classroom/school/district gather data from sources within the community as well as in the classroom.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

Additional Comments:

3.0 The Social Studies Program Should Draw from Currently Valid Knowledge That is Representative of Man's Experience, Cultures, and Beliefs.

The social studies has as its focus the study of man in his individual and collective experience. The social studies program has the potential, therefore, of contributing substantially to the sum of human understanding. In order to do so, however, the social studies must avoid the mistake of narrowness and maintain the delicate balance between familiarizing the student with his position in his immediate world and orienting that world in the larger context of time and place. The student should derive from the social studies not only a body of information, but also the methods and tools by which additional information can be compiled, analyzed, and acted upon.

3.1 The program should emphasize currently valid concepts, principles and theories in the social sciences.

a. How recently have you (or other members of your faculty) attended a college level institute or course in one of the social sciences (i.e., history, economics, geography, etc.) to familiarize yourself with recent research or developments in those fields? (Note: The distinction here is upon the parent social science discipline, not its application in social studies education.)

b. Have you distilled from your curriculum a listing of concepts, principles and theories, and cataloged them according to their parent social science disciplines, and then checked this list for validity with a social studies specialist either in your school system or at a college or university or State Department? Does this listing reflect current developments among the various social scientists?

c. Is there a library of current social science journals readily available or do you subscribe to such journals as:

Annals of the American Associations of American Geographers
Journal of American History
Sociological Review
Political Science Quarterly

d. How are concepts, principles, and theories handled in the instructional materials used in the classroom? Is the material primarily narrative and encyclopedic? Is it consciously focused upon the development of a concept, the development of a principle from a variety of samples, and the formation of theories based upon lower-order principles? If not, what provisions are made for their development?

e. Prior to adopting one of the newer social studies projects, have you been associated with the project in its developmental

phase, or studied the background papers written by social scientists for them; e.g., "Background Papers" provided with Edith West's Minnesota Project?

Comments:

3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques of processing social data.

a. How would you describe your role as a classroom teacher; an information purveyor, a resource person, a joint researcher with the student, etc.?

b. Is your curriculum "open-ended" in the sense that it poses questions and initiates a search for answers?

c. Does your curriculum introduce students to the basic tools and methodologies of the social sciences through the use of, for instance, questionnaires, simulation, original source documents?

d. Is proficiency in the use of those tools and methodologies emphasized so that the student can continue to gather and process information, and make educated judgments based upon this information, outside a formal classroom setting? How is this proficiency determined?

e. Is there an in-service program in your district to assist teachers in inquiry strategies?

Comments:

3.3 The program should develop students' abilities to distinguish among empirical, logical, definitional, and normative propositions and problems.

a. What types of materials are available to assist students in distinguishing among types of data?

b. What types of teaching strategies do you utilize to provide opportunities for students to formulate various types of propositions and deal with many kinds of problems?

Comments:

3.4 The program should draw upon all of the social sciences: anthropology, economics, geography, political science, sociology, the history of the United States and the history of the Western and non-Western worlds.

a. Is curriculum content selected with an eye to the interdisciplinary possibilities of the content?

b. Are the contributions of the various social sciences utilized in whatever social studies content is under consideration?

c. Is the social studies curriculum used in such a way that it enlarges the student's understanding of himself in time (his generation in relation to other generations), and in space (his society in relation to other societies), and in depth (the manifold qualities that distinguish the human condition)?

d. Do you have access to material that emphasize an interdisciplinary approach?

Comments:

3.5 The program should draw from what is appropriate in other related fields, such as psychology, law, communications, and the humanities.

a. Since the social studies has as its focus the study of man in all his complexity, does your curriculum provide for contributions from areas which, although outside the formal social sciences, furnish understandings about man?

b. What resources, personnel, and materials do you have access to in both the design and implementation of information from these related fields?

Comments:

3.6 The program should represent some balance between the immediate social environment of students and the larger social world, between small groups and public issues, among local, national, and world affairs, among past, present, and future directions, and among Western and non-Western cultures.

a. What opportunities does your program provide the student, not only in the classroom, but also in practical experience outside the classroom, to become familiar with his immediate social environment and its issues?

b. What opportunities does your program provide the student to become familiar with the larger world he lives in and its issues? For instance, are outside resources people used, are field trips a part of class activities, are films and television used?

c. How are the connections, parallels, analogies and relationships between the students' immediate and extended worlds established and made a part of the curriculum?

d. Do you employ teaching strategies that encourage students to theorize as to future courses of action and possible outcomes of such action?

Comments:

3.7 The program should include the study not only of man's achievements, but also of those events and policies which are commonly considered contrary to present national goals; for example, slavery and imperialism.

a. In what ways and to what degree are the various communities served by the school informed of the classroom content and objectives, including those which may be of a controversial nature?

b. Do you feel comfortable raising issues of a controversial nature in the classroom? Do you feel adequately secure (protected either by the collective wisdom and/or tolerance of the community, or the school or district administration, or the basic good sense and fair play of the student, or a combination of all three) to deal with failures as well as successes that we have experienced collectively as a people?

c. How do you see to it that there is established an atmosphere of freedom in your classroom that allows the questioning of contemporary policies?

d. What evidence do you have that the students feel free to raise any and all issues that may concern them, even issues that may challenge views deeply held by segments of the community?

Comments:

3.8 The program must include a careful selection from the disciplines of knowledge which is of most worth.

a. Given the overwhelming amount of accumulated knowledge and information in the social science disciplines, what criteria do you apply in determining what is to be included in your curriculum?

b. Do you tend to "post-hole" or do you opt for "coverage" of the material?

Comments:

Evaluation Schedule For Guideline #3

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. I can provide evidence in my clasroom/school/district that current knowledge, theories, and interpretations are used and consistent with modern thinking.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

2. I can provide evidence in my classroom/school/district that textbooks and other instuctional resources are carefully evaluated for up-to-date scholarship.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

3. In my classroom/school/district extensive, up-to-date references are readily available for use in the social studies curriculum.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

4. I can provide evidence that up-to-date social science methods of inquiry and processing data are utilized in my classroom/school/district.

hardly ever 1 2 3 4 5 almost always

Draw and arrow to the number where each classroom/school/district should be.

Additional Comments:

4.0 Objectives should be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.

Too often the social studies curriculum just "happens." It is the product of the single adopted text, or the tradition of "that's the way we've always done it." The intent of this guideline is to urge continued, thoughtful choice of objectives, both long and short range, that provide clear direction for the program and that meet current needs. The process should have a built-in mechanism for feedback, modification, and improvement at periodic intervals.

4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.

a. What provisions exist in your program for assessing student needs? Which of the following do you use in helping to determine student needs: anecdotal records, standardized tests, parent conferences, pre-testing data, student's cumulative file?

b. Are these needs considered in the selection and formulation of curriculum objectives?

c. What community resources are consulted in the formulation of objectives? Is the community setting, its local customs and traditions, considered in formulating objectives? How are local customs and traditions fitted into the context of the larger cosmopolitan setting of the region? (Does localism tend to inbreed provincialism?)

d. How are such everyday problems of the real world as racism, war, poverty, peace, pollution, unemployment, inflation, etc., reflected in the curriculum objectives? Are these problems tangential or central in the curriculum?

e. Are curriculum objectives in line with the most recent and best thinking in the subject areas of the social studies? (see 3.0)

Comments:

4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.

a. What criteria do you utilize for selecting appropriate objectives that are concered with knowledge? Skills and abilites? Valuing? Social participation?

b. Who is involved in selecting appropriate objectives concerned with knowledge? Skills? Valuing? Social participation?

Comments:

4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.

a. Are the general objectives of your curriculum, from whatever source derived, broken down by you into more precise objectives?

b. Do these objectives state a learning behavior and a content goal that is readily observable and measureable?

c. Does the statement of the objective also include a description of how, and at what level, the successful performance of the student is to be evaluated? What kinds of evidence do you accept as an indication of satisfactory accomplishment of the objective? Is this performance at a minimum level? Are higher levels specified for individual students? What criteria are used to indicate successful performance?

Comments:

4.4 Classroom instruction should rely upon statements that identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.

a. Do your classroom objectives encourage the use of a wide range of materials and activities?

b. In what ways do your objectives establish the criteria for the selection of classroom materials and activities?

Comments:

4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.

a. Are both short and long range objectives formulated?

b. Were students involved in the formulation of these goals?

c. Do students know clearly the objectives once they have been identified? (For instance, do students have written copies of the objectives?)

d. Are these objectives used to derive appropriate homework exercises?

e. Are parents aware of these objectives?

Comments:

4.6 Objectives should be reconsidered and revised periodically.

a. How frequently, and in what manner, are objectives reconsidered and revised?

b. What is the date of the last curriculum revision, textbook revision, teachers guide, etc.?

Comments:

Evaluation Schedule for Guideline #4

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. In my classroom/school/district objectives are clearly defined for students in social studies to enable them to clearly understand what is expected of them.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

2. I can provide evidence that needs of students in social studies classes in my classroom/school/district are considered in the selection and formulation of objectives.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

3. In my classroom/school/district community resource people are consulted in the planning of long and short range objectives in social studies.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

4. I can provide evidence that a multiplicity of devices are employed in my classroom/school/district to assess needs and accomplishments of the students in social studies.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

5. In my classroom/school/district social studies objective are related to each of the following areas: knowledge, skills and abilities, and valuing.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

Additional Comments:

5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

The intent of this guideline is to focus upon the direct and active involvement of students in the learning process. It suggests a wide range of activities in which the students can take part, both in school and in the larger civic community.

5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.

a. What evidence do you have that a wide range of learning activities exists? (For example, which of the following activities are used in your classroom?):

simulation games
role playing
case studies
use of primary source materials
mapping
debating
inquiry strategies
field trips or projects

regularly occasionally seldom never

b. What criteria do you use to judge the appropriateness of these activities?

(1) How does the activity bring about or contribute to the accomplishment of the instructional objective?

(2) Readability and interest of materials

(3) Time involved

(4) Availability of background materials (e.g., for a debate or role playing)

Comments:

5.2 What is the role of a hypothesis in your social studies program?

a. Do you define a hypothesis as a statement or a question to initiate inquiry?

(1) Were British naval activities the chief cause of the War of 1812?

(2) Towns are founded at places where large shipments are broken down into smaller lots (break of bulk).

(3) If towns were founded at places where large shipments are broken down into smaller lots for redistribution, then would the introduction of the railroad (or the airplane) change the pattern of town growth?

b. Do students actually gather data to prove or disprove, accept or reject a hypothesis such as those above, even if this activity departs considerably from the content or direction of the class text?

Comments:

5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.

a. What specific activities can you name in which you require students to use knowledge, to examine values and make decisions in discussing and participating in social affairs? For instance, does the student do research to find data and to identify or clarify a value position in order to participate in role playing? Do the students gather data for inputs for a simulation game, identify value position, and make a decision to support or oppose an issue as in the game, Democracy?

b. What provisions are made to plan for and introduce communities and administrators into these activities. (Who has been informed of these activities?)

c. What type of sources and resources do you use to assist students in making decisions and in participating in social affairs?

Comments:

5.4 Activities should include those that involve students in the real world of their communities.

a. What types of activities do you include in your social studies curriculum that involve students in the real world of their community?

b. What resources do you provide to enable the student to carry out these activities?

c. How receptive is the community to the students' involvement in real world activities? (see 2.0)

Comments:

5.5 Learning activities should be sufficiently varied and flexible to have appeal to many kinds of students.

a. What evidence do you have to indicate that the learning activities are varied and flexible and appeal to many kinds of students? For example: Do you have a box of "job cards" that have written tasks for students that range from easy to difficult, from verbal to non-verbal activities?

b. What criteria do you use to assess the variety and flexibility of these activities? Are materials available on a wide range of reading levels? Do non-verbal activities include such possibilities as group discussion, drawing, making of a model, play acting? Do these options include both working alone and/or working in groups with other students? Are the activities consistent with the instructional objectives used for the unit of study? Do the objectives actually list these activities or otherwise make it clear they are to be used?

c. How are students made aware of the variety and flexibility of activities to which they may avail themselves? E.g., "job cards" are color coded as to difficulty or variety; an index-type list is prominently posted in the room.

Comments:

5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.

a. What learning experiences do you utilize that reflect autonomous learning?

b. What assessment measures do you incorporate into your curriculum that suggest that teachers and students are inquirers and autonomous learners?

Comments:

5.7 Activities must be carried on in a climate that supports students' self-respect and opens opportunities to all.

a. What types of learning experiences do you provide for your students so that individual differences can be met?

b. What role do students in your classroom play in generating ideas for strategies that meet their individual needs?

Comments:

Evaluation Schedule for Guideline # 5

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. In my classroom/school/district students have access to a multiplicity of learning resources appropriate to the objectives of their social studies program.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

2. I can provide evidence in my classroom/school/district that students in social studies are active in the planning process.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

3. I can provide evidence in my classroom/school/district that students are involved in the selection of goals and play a vital role in assessment and evaluation of the curriculum.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

Additional Comments:

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

Guideline 6 suggests that there is a wide range of learning resources readily available and that these be an integral part of the program, not just an "extra fill." These should include both primary and secondary sources, visual and audio, verbal and non-verbal resources.

6.1 A social studies program requires a great wealth of appropriate instructional resources. No one textbook can be sufficient.

a. What specific instructional resources other than a textbook are actually available and used within the classroom? (E.g., reference books, encyclopedias, almanacs, statistical yearbooks, current magazines, paperbacks, phonograph records or tape cassettes, filmstrips, 16mm or 8mm films.)

b. Is there a well-stocked library within the building? Do students have free and easy access to the books during school time, especially during the regular social studies period?

c. Is there a school or district library of films, professional books? Is the resource cataloged and is there free and easy access and distribution of materials?

Comments:

6.2 Printed materials must accomodate a wide range of reading abilitites and interests, meet the requirements of learning activities, and include many sorts of material from primary as well as the humanities and related fields, current as well as basic sources.

a. What is the actual range of reading abilities of the students in your class? From_____to_____. How are the reading abilities grouped or clustered? What is the reading level of the basic text? From_____to_____. What is the reading level of supplementary materials? From_____to_____. Is some device used to assist students to identify materials that are appropriate to his reading ability; e.g., color coding, labelling as easy/difficult, reports from other students?

b. Considering that most textbooks are secondary source materials, what kinds of primary wource documents do you regularly use with your students (e.g., diaries, letters, newspapers, historical documents, early maps, etc.)? The primary sources may be the original materials themselves, or recent reprints contained in anthologies or edited and/or simplified versions of them. Do primary sources come from such diverse fields as economics, anthropology, music, and literature, as well as history? Do you encourage students to look for and bring original source materials from their homes to the classroom?

c. Does your school library have a budget for a wide range of current periodical materials for children as well as standard reference books and encyclopedias? (E.g., daily newspapers both local and metropolitan, several weekly news magazines, and current magazines of news and opinion.) Are basic references such as encyclopedias updated by an annual yearbook or are basic materials badly out of date?

Comments:

6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, verbal and non-verbal, and calling for thought and feeling.

a. To what extent do you use artifacts that might be available from students' homes, or within the community, or kits of material or artifacts that can be borrowed from local museums?

b. To what extent do students regularly interview or make tape recordings of conversations with parents, community people, elderly relatives, etc., to capture the unwritten record of events (oral history)?

c. To what extent do you use collections of films, photographs, phonograph or tape recordings as other sources of data? Do you encourage students to make their own collections of slides or movies or tape recordings using easy-to-use instamatic or cartridge 35mm slides or 8mm films, or inexpensive portable tape recorders? Are films used as introductory material for a new unit of study, as sources of basic data, for comparison and contrast? Do you ever turn off the sound track to students to offer a sound track to encourage students to offer a variety of interpretations about the film?

d. Do you use dramatizations, role playing, puppetry, creative drama, or similar approaches to allow students to give evidence of feelings and emotions?

Comments:

6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons, and organizations representing many points of view and a variety of abilities.

a. Is there ready access to community resource persons who could present differing points of view from those offered by regular classroom materials?

b. Does the school maintain a current roster of such people, coordinated perhaps through the PTA? How disparate are the points of view likely to be? Are both "conservative" and "liberal" views freely presented?

Comments:

6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.

a. Are local resources in the community sought out and actually used as sites for the laboratory-type study of social problems; e.g., reservoir systems and sources of pollution, industrial plants, slum housing conditions, etc. Does the problem arise possibly form a field trip to such a site, and do students re-visit the site to gather and test appropriate data?

b. In attempting to confront knowledge and commitments, does the choice of a local resource and the social problem bring into sharp focus the possible conflict of values? For example, in a study of a local pulp mill, do the students come to see the possible conflict in demands to shut down the mill because of pollution of local rivers, and the need to preserve high employment in the community? By what

strategies does the teacher help students to clarify the possible conflict of community values?

Comments:

6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several sorts of media, and a diversity of tasks.

a. Do the facilities of your school building permit a degree of flexibility in how and where students will engage in learning activities? Are there sliding partitions to rearrange space, small conference areas, facilities for darkening rooms for slides or movies, sufficient electrical circuits for providing TV sets in classrooms, convenient and easy access to the library, shop or art facilities? If plans are being developed for additions to or the development of a new building, are teachers and students involved in the initial planning stages?

b. Are students free to use non-classroom options for learning, such as, intern programs, part-time work/study plans, "released time" from school for gathering data trips?

Comments:

Evaluation Schedule for Guideline #6

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. I can provide evidence to indicate that in my classroom/school/district a multiplicity of learning material is available for use in the social studies program.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

2. In my classroom/school/district materials for various academic ability levels and interest levels are available.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

3. In my classroom/school/district I have evidence to support the fact that a wide range of reading abilities exist and that data is readily available to teachers to assist them in providing students with appropriate social studies materials.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

4. I have evidence to indicate that team planning in my classroom/school/district occurs in a concerted effort to provide students in social studies with appropriate materials.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/ school/district should be.

Additional Comments:

7.0 **The Social Studies Program Must Facilitate the Organization of Experience.**

This guideline is concerned with the ability of the student to organize the totality of his experience into some meaningful whole. Its stress is upon the integrative as part of the curriculum and the extent to which the student internalizes these experiences.

7.1 The social studies program needs structure to encourage the organization of experience and so to promote growth in social competencies from the kindergarten through grade 12.

a. How do you define structure?

b. How do you determine whether or not your program has structure?

c. What criteria have you established to evaluate the structure of your social studies program and to insure the growth of social competencies?

d. How do you measure growth of social competencies?

e. How frequently is the social studies program evaluated and by whom?

Comments:

7.2 Learning experiences should be organized in such fashion that students will learn how to continue to learn.

a. How are your learning experiences organized?

b. How do you insure that the learning experiences are organized so students will continue to learn?

c. What criteria do you use in assessing the organizational pattern of the learning experiences in your social studies curriculum?

d. What measures do you employ in an attempt to insure that students are continuing to learn?

e. Who is responsible for organizing the learning experiences in your social studies program?

Comments:

7.3 Learning experiences in the social studies program must be related to other areas of students' experiences.

a. What criteria do you employ to insure that learning experiences in the social studies are related to other areas of students' experiences?

b. Who is involved in planning learning experiences for a multidisciplinary approach?

c. What measures do you utilize to discern whether or not the learning experiences in social studies are related to other areas of students' experiences?

Comments:

Evaluation Schedule for Guideline #7

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. I can provide evidence to indicate that in my classroom/school/district the social studies program has a clearly defined structure.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/schedule/district should be.

2. In my classroom/school/district there is evidence to indicate that the social studies learning experiences are designed in such a manner that students will be enthusiastic and have a zest for further learning.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/schedule/district should be.

3. I can provide evidence in my classroom/school/district that learning experiences in the social studies program are drawn from the social sciences, humanities, and physical and natural sciences.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

Additional Comments:

8.0 Evaluation Should be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Program.

Decisions about the effectiveness of a curriculum and the extent to which it meets its proposed goals can only be based upon valid and reliable measures of assessment and evaluation. These measures should adequately sample both cognitive and affective goals, academic and social skills, individual growth as well as group progress.

8.1 Does the school have its own set of curriculum objectives upon which evaluation can be based? If it used a district curriculum, does the school adhere to the district guideline in such a way that evaluation can be consistent with the objectives stated in the district curriculum?

a. Are the objectives of the curriculum clearly stated in the curriculum materials or documents? Or is the teacher left to determine these for himself? Are the objectives stated behaviorally with clearly stated operational definition of process or outcomes to be achieved and with acceptable criterion measures for each of these?

b. Do individual classroom and/or student objectives reflect the objectives of the local school? If there is no school curriculum, do local school curriculum reflect the objectives of the district curriculum?

Comments:

8.2 Does the evaluation process attempt to gather data upon progress made in cognitive and affective areas of learning and also social studies skill development? Is data gathered upon student's social participation with both children and adults in the life of the classroom and the school? In the neighborhood and the larger community setting?

Comments:

8.3 Does evaluation data come from many sources?

a. Are anecdotal notes of direct observation made of students in classroom?

b. Are student reports, logs, or summaries, used?

c. Are newsprint charts recording student categorizations, statements of generalizations, hypotheses, data retrieval charts utilized?

d. Are audio or video tape of classroom discussions, role playing, class meetings, simulation games, etc., used?

e. Are parent-teacher conferences utilized?

f. Is there evidence of participation in outside community activities that might have had its origin in the classroom, such as participation in pollution cleanup campaigns, political doorbell ringing groups, letter to an editor, volunteer service with a community agency, attending public meetings of municipal courts, boards, agencies, or other groups to observe their function and active participation where appropriate, assisting in gathering signatures for petitions?

g. The teacher might also note the level and extent of such participation; i.e., did the student organize the activity himself, or did he merely participate in it after it had been organized by others?

Comments:

8.4 Is evaluation data of the types suggested above gathered at frequent intervals? daily? weekly? monthly? How often?

a. Or is reliance planned largely upon end-of-quarter or semester examinations, and yearly standardized tests?

b. When considering "significant growth in learning over time," is this measured in terms of individual progress or according to group norms?

Comments:

8.5 How is data reported to parents and to students?

a. Are letter grades on a report card used? Is a narrative report used? Is a parent-teacher conference used?

b. How is the data interpreted to both students and parents? Are provisions made for explaining the meaning of letter grade or grade norms?

c. Is the student aware of his progress or deficiencies day-by-day so that he adjusts his behavior appropriately?

Comments:

Evaluation Schedule for Guideline #8

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. I can provide evidence in my classroom/school/district that social studies objectives for every generalization considered are available and provide focus for planning, development, and evaluation of the program.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

2. In my classroom/school/district I have evidence that data is gathered in an attempt to evaluate each student's progress, both cognitively and affectively.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

3. I can provide evidence in my classroom/school/district that a variety of evaluation techniques are used to evaluate learnings (cognitive and affective) in the social studies curriculum.

   hardly ever 1 2 3 4 5 almost always

   Draw an arrow to the number where each classroom/school/district should be.

4. I can provide evidence in my classroom/school/district that evaluation procedures and progress of students are reported frequently to both the pupil and the parent.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

Additional Comments:

9.0 Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

Social studies should receive as much attention in the school day as any other curriculum area. This is just as important in the primary as in the upper grades. Teachers should be prepared to deal vigorously with the vital issues of our times as a central focus of their teaching and should receive the vigorous support and encouragement of the administration in doing so.

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.

a. What instructional materials (books, films, duplicating facilities, overhead projectors, maps, pictures, etc.) do you have at your disposal? How accessible are they? (What do you have immediately available in your room; at the school; at the district level? What is the check-out procedure? How long a waiting period is there for materials requested?)

b. Approximately how much of your total curriculum is devoted to social studies directly and/or areas of study that include social science content?

c. What facilities do you have at your disposal? (see 6.0)

d. Do those teaching social studies especially at the junior high and high school level, have a substantial background (either a major or a strong minor) in one or more of the social sciences? Are the social studies classes taught by those who, by virtue of professional preparation, interest, and ability are most qualified to teach them?

Comments:

9.2 Teachers should be responsible for trying out and adapting for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.

a. Do you have ready access to new innovations in social studies curricula and strategies? If so, through what means (professional journals, in-service training, workshops, coursework at a college or university)?

b. Is there a person in your school responsible for acquiring information concerning recent innovations?

c. What innovations have you introduced in your classroom in the last two years? one year? six weeks? Do you record in some way your reactions, as well as those of your students, to new techniques so that these reactions can be preserved and used later to build still newer approaches?

d. Have you used various methods of teaming so that the special competencies of individual faculty members can be utilized?

Comments:

9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.

a. What individual or group makes the decisions concerning the basic purposes of social studies for your school?

b. Is this body mindful of the needs of the immediate community? What information sources does it have at its disposal? How are the needs of the community assessed?

Comments:

9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.

a. How is curriculum developed in your school district?

b. When was the last curriculum revision?

c. Did teachers play a role in that revision? What was the nature of the role? Is service on a curriculum committee voluntary? assigned? paid? part of class load or in addition to it?

Comments:

9.5 Teachers should participate regularly in activities that foster their professional competence in social studies education: in workshops, or in-service classes, or community affairs, or in reading, study, and travel.

a. What professional organizations do you belong to (NCSS, NEA, AHA, local social studies group, etc.)? Do you hold an office in any of these organizations? Are you now, or have you ever been, instrumental in establishing a professional organization of teachers of social studies?

b. What activities have you engaged in during the last three years that could be considered as improving your professional competence?

c. Does your school or district have a policy of encouraging in-service training? For instance, is there a sabbatical policy? Are funds allocated for summer workshops or additional college coursework?

d. Is there a central clearinghouse for information concerning funding for professional training to help you keep abreast of public and private agencies that have programs for in-service teacher improvement?

Comments:

9.6 Teachers and others concerned with social studies education in the schools should have consultants with competence in social studies available for help.

a. Do you have access to advisory people with competence in the social science disciplines, teaching strategies, and curriculum developments? Who are these people (for instance, a well-qualified high school teacher, and instructor at a nearby college or university, a district social studies supervisor)?

b. How near are you to teacher training institutions? How would you describe the working relationship between the institution and your school? Is there a dialogue between teachers and those who prepare students for the teaching profession?

c. Is there an active district and/or state social studies supervisor? What role does he play in innovation with local school districts? Have you received any direct benefits or assistance from him for improving your own instructional program?

d. Are travel and per diem funds available in sufficient amounts to permit classroom teachers and/or supervisors to attend regional and national meetings of the NCSS or similar groups?

Comments:

9.7 Teachers and schools should be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.

a. Is there, in school board bylaws or regulations, a statement describing in precise terms both your responsibilities and the protections you have as a teacher? How recent is the statement? Does it provide well-defined procedures for a fair and impartial hearing? Is it consistent with the NCSS statement of_____on Academic Freedom?

b. How effective are the protections within your school and district? Is there, for instance, a tenure policy or a continuing contract policy? Is there a grievance committee?

c. How are judgments arrived at concerning such matters as salary, tenure, class load and subject areas? (See also NCSS statement on_____.)

Comments:

Evaluation Schedule for Guideline #9

Place a C for classroom at the appropriate place.
Place an S for school at the appropriate place.
Place a D for district at the appropriate place.

1. I can provide evidence in my classroom/school/district that adequate money is allocated and spent for up-to-date social studies materials.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

2. In my classroom/school/district teachers of social studies have a substantial background in the field (both in method and in content).

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

3. In my classroom/school/district I have evidence that teachers are trying out and utilizing new innovations in social studies.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

4. I can provide evidence in my classroom/school/district that the team approach is utilized in order to draw upon the special competencies of individual faculty members.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

5. In my classroom/school/district I can provide evidence that social studies education considers the needs of the child in his immediate environment, (school) in the community and in society at large.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

6. I can provide evidence in my classroom/school/district that teachers are actively involved in the formulation, development, and assessment of social studies curriculum in either a decision making role or as advisors.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

7. I can provide evidence in my classroom/school/district to support the fact that social studies consultants are easily accessible.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to thenumber where each classroom/school/district should be.

8. In my classroom/school/district I have evidence to support the fact that a social studies philosophy does exist and is considered in the planning, development, and evaluation of the program.

hardly ever 1 2 3 4 5 almost always

Draw an arrow to the number where each classroom/school/district should be.

Additional Comments: